

As you complete each task throughout the day, check it off your list! The order in which you complete the assignments does not matter. You are required to complete the starred assignments (marked with a \*), and we encourage you to do as many of the other assignments as you can. Be sure to look for and note any directions given on specific assignments. Please access all audio and video files on the 2G Teacher Webpage, located at [www.parnassusteachers.com](http://www.parnassusteachers.com). (NOTE: Please email your child's homeroom teacher if you have ANY questions.)

\*Assignments marked with an asterisk are required.

**Monday:**

- \_\_\_\_\_ \***Reading Mastery** lesson (listen to the recordings) and complete the textbook questions. BOTH Levels 2 & 3: Lesson 116, columns and story; textbook questions, L. 116. Use sheet on page 1 to record your answers.
- \_\_\_\_\_ \***Math**: Lesson 106: Teacher Instruction sheet; Lesson 106B Homework & Fact Practice (Pages 2-8)
- \_\_\_\_\_ **History**: 1. Listen to and/or read *The Slave Trade*; 2. Answer Questions 1-4 using complete sentences. (Reading on Pages 9-11 of this packet; questions on Page 14)
- \_\_\_\_\_ **Science**: Listen to recording of or read **Life Cycle of a Chicken**; complete Chicken Life Cycle Sequencing worksheet. (Recording available on website; reading on pages 16-19 of this packet; worksheet on page 20)
- \_\_\_\_\_ **Spelling**: Listen to the recording (on website) and complete the Lesson 96-97 worksheet (Pages 21-22 of this packet)
- \_\_\_\_\_ **Memorization**: work on all stanzas of the *Discovery* poem (available on 2G Webpage)

**Tuesday:**

- \_\_\_\_\_ \***Reading Mastery** lesson (listen to the recordings) and complete the textbook questions. Both Levels 2 & 3: Lesson 117, columns and story; textbook questions, L. 117 (Use homework sheet on Page 23)
- \_\_\_\_\_ \***Math**: Skills Review Sheet 100 (Pages 24-25)
- \_\_\_\_\_ **Penmanship** (The Slave Trade) (Page 26)
- \_\_\_\_\_ **Language Arts** - Learning Even More Prepositions WS and Activity; read the directions carefully. (See Pages 27-29)
- \_\_\_\_\_ **Memorization**: work on all stanzas of the *Discovery* poem
- \_\_\_\_\_ \***Latin** (*What Am I Doing?* worksheet in your Latin packet)
- \_\_\_\_\_ \***Spanish** (Unit 8—*Word Scramble* worksheet in your Spanish Packet)
- \_\_\_\_\_ \***Art** (Food Observation Drawing—video available on teacher webpage under “Art”. See instructions in your Art Packet)

### Wednesday:

\_\_\_\_\_ \***Reading Mastery** lesson (listen to the recordings) and complete the textbook questions.  
\_\_\_\_\_ Both Levels 2 & 3: Lesson 118, columns and story; textbook questions, L. 118 (Use homework  
\_\_\_\_\_ sheet on Page 30 of this packet)

\_\_\_\_\_ \***Math**: Math Assessment 19 (Lesson 100-2 on Pages 31-31 of this packet)

\_\_\_\_\_ **Science**: Finish listening to **Life Cycle of a Chicken** recording; complete questions (refer back to  
\_\_\_\_\_ Day 1 science reading materials while listening and working on questions on worksheet on  
\_\_\_\_\_ Pages 33-34).

\_\_\_\_\_ **Spelling**: Listen to the recording and complete the Lessons 88-89 worksheet (Pages 35-36)

\_\_\_\_\_ **Character Pillars** (complete the Integrity Worksheet on Pages 38-39)

\_\_\_\_\_ **P.E./Taekwondo**: 1) Warm-up; 2) Taekwondo routine; 3) Basketball routine—CARDS 1-6 from  
\_\_\_\_\_ your PE packet that was sent home in Week 1. Contact your teacher if you need another copy.

### Thursday:

\_\_\_\_\_ \***Reading Mastery** lesson (listen to the recordings) and complete the textbook questions.  
\_\_\_\_\_ Both Levels 2 & 3: Lesson 119, columns and story; textbook questions, L. 119 (Use homework  
\_\_\_\_\_ sheet on page 40)

\_\_\_\_\_ \***Math**: Lesson 107: Teacher Instruction sheet; Lesson 107B Homework and Fact Practice (Pages  
\_\_\_\_\_ 41-47)

\_\_\_\_\_ **History**: 1. Listen to **Cortes and Montezuma** (Reading on Pages 11-13 of this packet) 2. Answer  
\_\_\_\_\_ Questions 5-9 using complete sentences (Worksheet on Page 15)

\_\_\_\_\_ \***Latin** (*What Are the Animals Doing?* worksheet)

\_\_\_\_\_ \***Spanish** (Complete Unit 8—*Word Scramble* worksheet, see Day 2 materials. If completed, read  
\_\_\_\_\_ the enrichment story and answer the questions.)

\_\_\_\_\_ \***Music** (Identifying *Treble Clef Note Names*—read the directions for each sheet; questions—call  
\_\_\_\_\_ Magistra Gottwalt at 612-486-2153 between 8:00-3:30 or email at  
\_\_\_\_\_ [Gottwalt@parnassusprep.com](mailto:Gottwalt@parnassusprep.com)).

### Friday:

\_\_\_\_\_ \***Reading Mastery** lesson (listen to the recordings) and complete the textbook questions using  
\_\_\_\_\_ the homework sheet on Page 48.

\_\_\_\_\_ Both Levels 2 & 3: Read Lesson 116-119; complete Written Test; **Check-In Day via phone**

\_\_\_\_\_ \***Math**: Lesson 108: Teacher Instruction sheet; Lesson 108B Homework and Fact Practice (Page  
\_\_\_\_\_ 49-54)

\_\_\_\_\_ **Penmanship** (Copy the sentences on “Cortes and the Aztecs” on Pages 55-56) >>> (Next Page)

\_\_\_\_\_ **Spelling:** Be ready for an oral **spelling test** on Lists 1-100 (on your next homeroom teacher check-in via phone/Zoom).

\_\_\_\_\_ **Memorization:** work on all stanzas of the *Discovery* poem

**Other Enrichment Activities: (Not required but available for your child’s continued growth as a scholar)**

\_\_\_\_\_ Extra reading: log time and books

**The items listed below are on the 2G webpage, if you have access and desire to read, print, or use them.**

\_\_\_\_\_ Lang. Arts: Action verbs; using visual information on a page; comparing and contrasting.

\_\_\_\_\_ History: *A Serf and His Turf* (Chapter 10)—read passage; answer the questions on the worksheet

\_\_\_\_\_ Science: Review of Plant Life Cycles; answer questions on worksheet

\_\_\_\_\_ Math: additional math practice sheets (concepts & fact practice); Xtra Math (parents, check your email for login information and your child’s pin number)

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**PARENT VERIFICATION OF STUDENT WORK—April 27-May 1, 2020**

My child completed all assignments required this week. *(Please watch for future updates on how completed work should be scanned and emailed or returned via the bus for teacher correction/grading.)*

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



# Reading Mastery Textbook Questions Homework Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number \_\_\_\_\_.

Please circle the initial of your reading teacher: E H K L P

Handwriting practice area consisting of 18 rows of three horizontal lines each (top, middle dashed, bottom).

We have two bills from Saxon Math and we are going to pay them with one check. One bill is for \$3,792.40. The other bill is for \$1,480.65. First we need to add our bills to find the exact amount we owe. Remember the order: pennies, dimes, ones, tens, hundreds, thousands.

$$\begin{array}{r} 3,792.40 \\ +1,480.65 \\ \hline 5,273.05 \end{array}$$

We have to write this using words on our check.

Five thousand, two hundred seventy-three and 05/100

Now we are ready to fill in our check

Date <u>April 27, 2020</u>	
Pay to the Order of <u>Saxon Math</u>	<input type="text" value="5,273.05"/>
<u>Five thousand, two hundred seventy-three and 05/100</u>	<u>Dollars</u>
<u>Ms. Hays</u>	

Next we have 3 bills from the electric company we need to pay. One is for \$3,109.90, the next is for \$3,004.65, and the last is for \$2,738.16. First add all the numbers.

3,109.90  
3,004.65  
+2,738.16

Now you can fill out the check. Write today's date and sign your own name.

Date _____	
Pay to the	
Order of <u>Center Point Energy</u>	<input type="text"/>
_____ Dollars	
_____	

Finally we have 3 bills for A & C Computer Company.

\$9,162.73  
\$12,688.11  
+26,580.70

Date \_\_\_\_\_

Pay to the

Order of \_\_\_\_\_

Dollars

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Lesson Worksheet 106**

*Saxon Math 3 (for use with Lesson 106)*

Date \_\_\_\_\_

PAY TO THE  
ORDER OF \_\_\_\_\_ \$

\_\_\_\_\_ Dollars

\_\_\_\_\_

Date \_\_\_\_\_

PAY TO THE  
ORDER OF \_\_\_\_\_ \$

\_\_\_\_\_ Dollars

\_\_\_\_\_

Date \_\_\_\_\_

PAY TO THE  
ORDER OF \_\_\_\_\_ \$

\_\_\_\_\_ Dollars

\_\_\_\_\_

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Name \_\_\_\_\_

Date .

Draw a  $2\frac{1}{4}$ " line segment. Make it 1" longer. How long is it now? \_\_\_\_\_

1. Three hundred eleven children said yes on Monday.  
One hundred twenty-five children said no. How many more children said yes than said no?

Number sentence  $311 \text{ ch.} - 125 \text{ ch.} = 186 \text{ ch.}$

Answer 186 children

Workspace

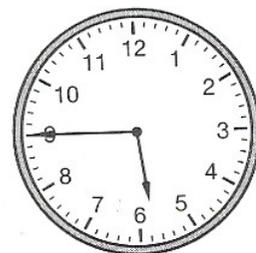
$$\begin{array}{r} 2311 \\ - 125 \\ \hline 186 \end{array}$$

2. The clock shows the time Kory's dad leaves for work. Write the digital time.

Write the time using words.

Quarter to six

5:45



It takes Kory's dad one half hour to drive to work.

At what time does he get to work? 6:15 a.m.

3. Circle the word in which  $\frac{4}{7}$  of the letters are vowels.

Nevada

Delaware

Florida

Georgia

Ohio

4. Write 3,580 in expanded form.  $3,000 + 500 + 80$

5. Fill in each missing symbol (+, -, x, or ÷).

$$\sqrt{16} = 4 \quad \boxed{-} \quad 5$$

$$3^2 = 9 \quad \boxed{-} \quad 9$$

$$7 \times 4 = 28 \quad \boxed{\div} \quad 10$$

6. The Board of Education has fuel bills for \$6,219.37, \$729.35, and \$1,623.63. Find how much they owe for fuel. Show how they will write this amount on a check.

Workspace

$$\begin{array}{r} \$6,219.37 \\ 729.35 \\ 1,623.63 \\ \hline \$8,572.35 \end{array}$$

Eight thousand, five hundred seventy-two and  $\frac{35}{100}$  Dollars

Name \_\_\_\_\_ Score \_\_\_\_\_

**Fact Homework 106B**

Set 21: Dividing by 3, by 4, and by 1

*Saxon Math 3 (for use with Lesson 106)*

1. Ask someone to time you for 2 minutes as you write the answers.
2. Checked by \_\_\_\_\_

÷ 3

÷ 4

÷ 1

$3 \div 3 = \underline{\quad}$

$8 \div 4 = \underline{\quad}$

$2 \div 1 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$20 \div 4 = \underline{\quad}$

$5 \div 1 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$32 \div 4 = \underline{\quad}$

$0 \div 1 = \underline{\quad}$

$6 \div 3 = \underline{\quad}$

$4 \div 4 = \underline{\quad}$

$9 \div 1 = \underline{\quad}$

$27 \div 3 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$4 \div 1 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$0 \div 4 = \underline{\quad}$

$7 \div 1 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$12 \div 4 = \underline{\quad}$

$1 \div 1 = \underline{\quad}$

$0 \div 3 = \underline{\quad}$

$24 \div 4 = \underline{\quad}$

$8 \div 1 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$6 \div 1 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$16 \div 4 = \underline{\quad}$

$3 \div 1 = \underline{\quad}$

Name \_\_\_\_\_

Date \_\_\_\_\_

Workspace

1. Two hundred eighty-one children said yes on Tuesday. One hundred fifty-five children said no. How many more children said yes than said no?

Number sentence \_\_\_\_\_

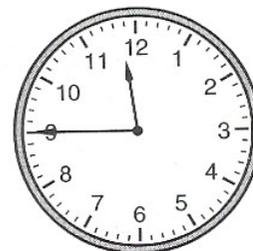
Answer \_\_\_\_\_

2. The clock shows the time the children in Room 7 eat lunch. Write the digital time.

Write the time using words.

\_\_\_\_\_

:  
:



Recess begins one half hour later.

At what time does recess begin? \_\_\_\_\_

3. Circle the word in which  $\frac{3}{8}$  of the letters are vowels.

Colorado      Vermont      Montana      Michigan      Maine

4. Write 6,175 in expanded form. \_\_\_\_\_

5. Fill in each missing symbol (+, -, ×, or ÷).

$$\sqrt{9} = 6 \quad \square \quad 3$$

$$48 + 27 = 750 \quad \square \quad 10$$

$$2 \times 9 = 6 \quad \square \quad 3$$

6. The Board of Education has food bills for \$829.37, \$1,215.16, and \$2,399.20. Find how much they owe for food. Show how they will write this amount on a check.

Workspace

\_\_\_\_\_ Dollars

air was so cold. And the city itself is laid out in the shape of a puma, an animal sacred to the Incas.

The Incan people never learned to write, and they kept no histories. So we don't know very much about most of the Incan kings. But we do know that an Incan king named Huayna Capac became king of the Incas in 1493, the year after Columbus first landed in America. Huayna Capac ruled over an empire that stretched along the coast of South America for twenty-five hundred miles, almost as long as the United States is wide. He built good, wide roads all throughout his empire. Traders went back and forth on these roads, carrying their goods on llamas. These goods—beautiful cloth, woven from the wool of llamas and sheep and dyed in bright colors; pottery jars, often made in the shape of animals or of men's heads; jewelry of gold and turquoise—traveled from one end of the empire to the other. The governors of the different cities all along the roads sent messages to each other as well, using a complicated code of knots tied into colored rope. Messengers ran along the roads, carrying these ropes from one city to the next.

But when Huayna Capac died, he divided his empire between his two sons. One ruled the north; the other ruled the south. Soon, these two brothers began to fight with each other. Hundreds of Inca warriors died on both sides. The kingdoms of both brothers grew weaker and poorer.

When more Spanish explorers arrived, anxious to settle down in the new continent they had discovered, the two warring kings were too weak to resist. The Spanish marched over those broad, smooth Incan roads, from one end of the empire to the other—and destroyed it.

## CHAPTER THIRTY-THREE

# Spain, Portugal, and the New World

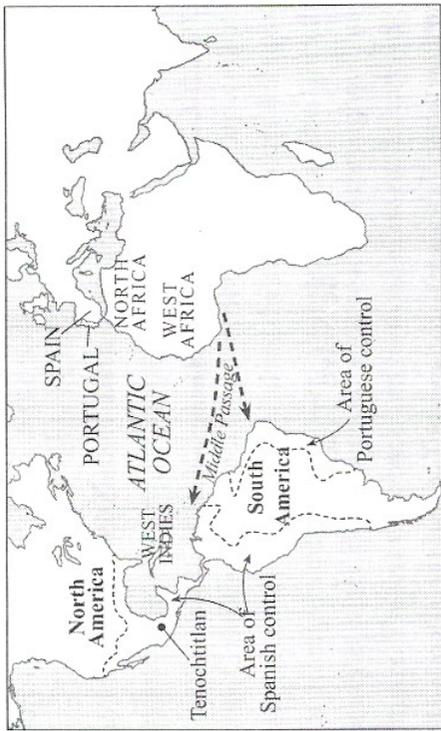
## The Slave Trade

When Ferdinand and Isabella paid for the ships that took Columbus, Amerigo Vespucci, and many other explorers across the Atlantic Ocean, they weren't just being kind. They hoped to make money from this New World. When Columbus landed in America, he claimed the country for Spain. That meant that the king and queen of Spain were saying, "We have the right to send ships to this country, to establish new cities on it, and to take any gold and treasure that we discover here!"

Of course, other countries wanted a part of the New World as well. Portugal also sent explorers to the New World. Soon, the Spanish and the Portuguese were both sending ships across the Atlantic. They hoped to build new cities on the coast of the American continents and also on the islands just off South America, which they called the *West Indies*.

But the land where they wanted to settle was already occupied by native tribes. Soon Spanish and Portuguese soldiers, called *conquistadores*, were fighting with the Aztecs, the Mayans, and the Incas who lived in Central and South

### The Empires of Spain and Portugal



America. They fought with the Native Americans who lived on the islands of the West Indies. And the Spanish and Portuguese also fought with each other.

Finally, Spain and Portugal made a deal. They agreed to divide the land in Central and South America. From now on, Spanish soldiers would claim some of the land, while the Portuguese would settle their colonists in other parts of the new country.

This was the beginning of a very sad time in history. The Spanish and the Portuguese didn't treat the people of Central and South America well. Instead of making treaties with them, they marched into the cities of the Aztecs and Incas, and into the villages of the Mayans, and killed thousands of people. They destroyed temples, houses, and palaces. They built settlements and claimed the land as their own.

But as the Spanish and Portuguese began to live in their new settlements, they realized that they needed more help. They needed farmers to grow crops to feed the colonists who

would come and live in the new cities. They needed miners to help them dig gold out of the ground. And they needed rowers to help pull their heavy ships across the water.

The easiest way to get this help was to buy slaves. After all, you didn't have to pay a slave any money. Once you bought a slave, he had to work for you until he died. So the Spanish and Portuguese began to buy slaves from the Muslim traders who lived in North Africa.

For many years, these Muslim traders had bought slaves from the West African empires of Ghana, Mali, and Songhay. Slavery was a part of life in these empires. Sometimes poor men would sell themselves as slaves so that their families could have more money. More often, the generals and kings of West Africa would capture enemy soldiers in battle and then sell them to Muslim traders. These slaves didn't have a good life, but at least they still lived in Africa. And sometimes they were given a chance to buy their freedom back, or to earn liberty after years of faithful service.

But when the Spanish and Portuguese bought slaves, they took these slaves halfway around the world—far, far away from their African homes. And the slaves taken to the New World had no chance of ever becoming free.

The demand for slaves soon became huge. Muslim traders who bought slaves from the Africans could no longer provide enough slaves. When this happened, the Spanish and Portuguese made slaves out of the Central American tribes. And they also decided to get their own African slaves. Spanish and Portuguese ships sailed down the West African coast and dropped anchor. They sent parties of armed men into West African villages and kidnapped the villagers. These Africans weren't men who had been captured in battle. They were

ordinary villagers—men, women, and even small children. They were put into chains, packed onto ships, and taken on the long, rough journey to the West Indies and to the coasts of Central and South America. The journey, which took months, became known as the *Middle Passage*. Slaves on the Middle Passage weren't allowed up on the decks of the ships, so they went for months without any fresh air or sunshine. They weren't given enough to eat or drink. Many died on the long, wretched journey. And when they did arrive in the New World, they were forced to work without any hope of ever escaping this new and horrible life.

The slave trade helped the Europeans to build new, wealthy colonies in the New World. But it also killed hundreds of thousands of West Africans. And it even turned the West African people against each other. Some West African tribes realized that they could make a lot of money by selling other Africans as slaves. So they began to kidnap members of other West African tribes to sell to the white slave traders.

The slave trade continued for over two hundred years. You see, at this time in history, many people in Europe believed that people with dark skin weren't as human as people with light skins. They thought of dark-skinned people the way you or I would think of a horse or a dog. So Europeans often treated the brown-skinned people of South America and the black-skinned people of West Africa as if they were not really human at all.<sup>1</sup>

<sup>1</sup>Although United States history tends to focus on the English slave trade which provided slaves to North America, England did not join the slave trade until the seventeenth century (Volume 3 of this series).

## Cortés and Montezuma

When the Spanish came to Central America, they discovered that the Aztecs were already ruling an empire there. Before the Spanish *conquistadores* could settle down, they would have to conquer the Aztecs. And the Aztecs were skillful, fierce warriors.

But when the Spanish first arrived, the Aztecs didn't realize they were being invaded. They thought they were being visited by the gods!

The story starts when a Spanish adventurer named Hernán Cortés came to the West Indies (the islands east of Central America). He had hoped to find his fortune in the Spanish colonies there, but he was disappointed. There wasn't very much money in the West Indies! But Cortés heard rumors that over on the mainland of Central America, a fantastically wealthy king ruled over a city with streets made of gold and walls made of jewels.

So Cortés collected a band of soldiers to go with him, loaded Spanish warhorses onto a ship, and sailed to the coast of Central America. When his ship anchored, the tribes who lived near the water came out to see who these new visitors were. But when Cortés and his men unloaded their horses from their ships and rode them ashore, the Indians scattered in terror. They had never seen horses before. They thought each horse and rider was a huge monster with six feet, two arms, and two heads.

These Indians spread the word all through the mainland: "Monsters are coming! Perhaps they are the gods!" And Cortés and his men plunged into the Central American jungles, searching for the city of gold. They came closer and closer to the edge of the Aztec Empire.

The Aztecs who lived on the border of the empire weren't entirely sure who these visitors were. So they came out with gifts for Cortés and his men—wheels of gold as high as a man's waist, golden shields, and buckets full of gold dust. When Cortés saw these gifts, he was more convinced than ever that great treasure was just beyond his reach. He ordered his men, "Keep on! The city of gold is still ahead of us!"

Meanwhile, the Aztecs who brought the gifts sent messengers back to their capital city, Tenochtitlan. "The visitors are approaching!" they warned. And they described Cortés, his men, and their armor.

The king of the Aztecs, Montezuma, listened to these descriptions carefully. He wondered: Could this be the god Quetzalcoatl, on his way back to Tenochtitlan? Ancient Aztec prophecies said that the god Quetzalcoatl would return five hundred years after leaving his people. And according to the Aztec calendar, the five hundred years was almost up. Also, the description of Cortés sounded like the carved pictures of Quetzalcoatl on the temple walls. (By chance, the helmet Cortés wore was shaped like Quetzalcoatl's hat!) When Montezuma dreamed one night that Quetzalcoatl was approaching to claim his throne, his mind was made up: The god was on his way.

So when Cortés and his men arrived, Montezuma threw open the city gates and welcomed him in. Cortés didn't see streets of gold and jeweled walls, but there was plenty of gold in Tenochtitlan. For eight months, Cortés and his men lolled about in the city, enjoying the luxury and stashing away gold jewelry and treasure for themselves.

But Cortés's men began to get bored. They started quarreling with the Aztec priests. A fight broke out, and several Aztecs were killed.

When Montezuma and his men saw the bodies of their friends, they shouted, "Quetzalcoatl would never behave in this way!" They armed themselves and began to battle with the intruders. After the fighting raged up and down the city streets, in and out of the palace, Montezuma was killed. Cortés and his men were driven back into Montezuma's royal palace. They locked themselves in—but now they were surrounded by fierce Aztec warriors, waiting for them to emerge.

What would the Spanish do now? They waited, and waited. They waited for days inside the palace! Late one night, one of the lookouts hissed, "The square around the palace is empty!" Cortés peered out. Sure enough, the streets were still. The city seemed to be deserted. Perhaps another war had drawn the Aztec warriors away.

Cortés and his men stuffed their pockets with all the gold they could carry and tiptoed out of the palace. Around them, the city lay quiet beneath a bright moon. They hurried along the stone-paved streets, towards the nearest gate. The gate was open, but the timbers that would fill the moat were missing. Water stretched between their feet and the beginning of the raised road that led to the lakeshore.

"Quick!" Cortés hissed. "Find wood. Anywhere you can! Let's build a bridge."

Their hands shaking with haste, the men ripped wood from nearby buildings and built a makeshift bridge. They lowered it over the gap and began to file across. Suddenly they heard a whoop. The water around them was filled with canoes, and each canoe had an armed Aztec warrior in it. They had walked into the Aztec trap.

The Spaniards tried to fight back, but they were so weighted down with gold that the ones who fell into the water of Lake

Texcoco drowned. Only Cortés and a few of his best soldiers escaped. They limped back to the ocean under cover of dark and pushed their ships back out in the water. Cortés had to return to the West Indies, beaten.

But he wasn't finished yet. He collected new men, new horses, and carpenters. With this fresh force, he sailed back over the shore of the mainland and marched back towards Tenochtitlan. On his way, he convinced other tribes to join him in his war against the Aztecs. Many of the villages who lived near Aztec land had been raided by Aztec warriors who kidnapped their young men and women and took them back to Tenochtitlan for human sacrifices. They were very willing to help Cortés fight against the city.

When Cortés arrived at Lake Texcoco, he had his carpenters build twelve small warships, right there on the shore of the lake. He loaded these ships with soldiers and launched them into the water. The Aztec canoes poured out into the lake to meet him. The siege of Tenochtitlan had begun.

The battle went on for three months. But Cortés had collected almost a hundred thousand Spanish soldiers and Indian allies. He cut off all access to the shore, so that the city began to run out of food and water. At last, the city of Tenochtitlan was forced to surrender.

In the year 1519, Cortés marched into the city and took over. Now he was the governor of the new Spanish colony in Central America.



Answer using complete sentences. Monday: Questions 1-4; Wednesday: Questions 5-9

Monday

1. Who did Spain and Portugal have to fight to take the land in the New World?

2. Who did the Spanish and Portuguese use to grow crops and mine gold for them in the New World?

3. Where did they get these slaves?

4. What is the journey from West Africa to Central and South America called?



Answer using complete sentences. Monday: Questions 1-4; Wednesday: Questions 5-9

## Thursday

5. What was Cortes hoping to find in

Central America?

\_\_\_\_\_

6. Why did the Aztecs think Cortes and

his men were two-headed, six-legged

monsters?

\_\_\_\_\_

7. When Cortes and his men saw empty

streets in Tenochtitlan, where were the

Aztecs?

\_\_\_\_\_

8. What happened to Cortes's men who

fell in Lake Texcoco?

\_\_\_\_\_

9. Who took over Tenochtitlan in the

end?

\_\_\_\_\_



**Which came first, the Chicken or the Egg?**

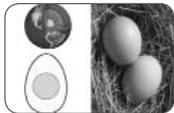
← **Show image 6A-1: Chicken and Tyrannosaurus Rex**

A chicken is a type of bird. Did you know that there are more chickens in our world than any other type of bird? In fact there are more chickens on Earth than people. Scientists believe that chickens are the closest living relative of the Tyrannosaurus Rex, one of the largest dinosaurs that ever lived. Can you see why? <sup>1</sup>

Like all birds, chickens have feathers and wings, and they lay eggs. Chickens can fly, but not very far. Have you ever heard the question, “Which came first, the chicken or the egg?” Listen carefully to this lesson on the life cycle of a chicken, and you’ll see why that question is so difficult to answer!

All living things go through a sequence of stages from birth to adult called a life cycle. The life cycles of plants and trees begin with seeds; the life cycles of chickens begin with eggs!

1 [Have students compare and contrast the images in 6A-1.]



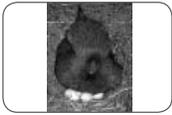
← **Show image 6A-2: Egg**

Have you ever cracked an egg open? The outer layer that you crack is called the eggshell. Eggshells can be many different colors, including white, light brown, speckled, pale blue, or even green. Inside the shell, the egg consists of a yellow **yolk**, which is made mostly of fat, and a white part, called the **albumen**. <sup>2</sup>

Do you know what a female chicken is called? A female chicken is called a hen. Do you know what a male chicken is called? A male chicken is called a rooster. Hens lay eggs. Not all eggs become baby chickens, or chicks. In order to produce chicks, a rooster must **fertilize** the eggs before the hen lays them. <sup>3</sup> Eggs that are not fertilized do not become baby chickens. They are sent to stores so that people can buy them and eat them.

2 [Point to image 6A-2.] Many people compare the layers of the earth to the layers of an egg. How are they similar? How are they different?

3 Fertilization is similar to pollination: just like flowers need pollen from another flower in order to make seeds, hens need roosters in order for their eggs to become baby chickens, or chicks.



← **Show image 6A-3: Hen sitting on eggs**

As soon as a hen lays her fertilized eggs, she will begin to care for them. The hen will sit on the eggs and even turn the eggs to make sure that the eggs stay warm. The eggs need to stay warm for twenty-one days in order to develop into chicks.<sup>4</sup> Let's find out what happens inside the egg during this time!

4 Twenty-one days is three weeks.



← **Show image 6A-4: Diagram of developing chicken embryo**

Inside the fertilized egg, great changes are happening. A tiny **embryo** is developing inside the egg.<sup>5</sup> The embryo needs food, water, and oxygen to grow and develop. Within forty-eight hours of fertilization, tiny, red blood vessels spread out from the embryo to the yolk and to the inside of the shell. Directly under the shell are two membranes, or air sacs, containing oxygen. As the embryo develops and grows into a chick, it uses this oxygen. This supply of oxygen is **replenished**, or replaced, as oxygen passes through the shell of the egg. How does oxygen pass through the shell of an egg? If you look at an eggshell under a magnifying glass, you will see that it has tiny holes called pores that allow oxygen in, and carbon dioxide out.<sup>6</sup>

5 An *embryo* is an animal in the early stages of life before it is born or has hatched.

6 Humans have millions of pores. Pores are the openings on our skin out of which hair grows.

The parts of the egg inside the shell contain all the food the growing embryo needs to develop into a fully formed chick. The yellow yolk provides the food necessary for the embryo to grow big and strong. The white of the egg, or albumen, surrounds the yolk and provides the growing embryo with more food and water.

The first part to develop is the chick's nervous system. Then the brain starts to form, and then the heart starts to beat. After five days, the wings and the legs begin to develop. After seven days, the embryo is fully formed but is quite tiny. Around the tenth day, feathers begin to develop and the growth of the fully formed embryo into a chick accelerates, or speeds up.<sup>7</sup>

7 Look at the image. What is the difference between Day 8 and Day 20 in terms of the chick's development?

As the chick grows, it uses up its food supply. After twenty days inside the egg, the chick pierces, or makes a hole in, the air sac and begins to breathe air with its own lungs for the first time. This means that the chick is ready to hatch out of the egg. The chick begins to chirp to let its mother know that it will soon be in the

outside world. On the twenty-first day, the chick uses its egg tooth to chip a circle around the inside of the shell. It pushes against the sides of the egg with its body to break open the shell.



← **Show image 6A-5: Newly hatched chicks**

When the chick first emerges, it is tired from the effort of breaking out of its shell. It is also wet. Before long, however, the feathers dry out and become lovely and fluffy.<sup>8</sup>

8 Have you ever seen newborn chicks? Where did you see them?

The mother hen, having cared for her eggs, continues to care for her chicks. She will shelter them under her wings to keep them warm and dry. Chicks know instinctively how to scratch around in the dirt for food.<sup>9</sup> For the first two weeks, the chicks stay close to their mother.

9 Chicks know how to scratch around for food without being taught to do so.

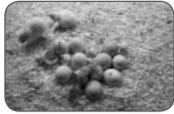


← **Show image 6A-6: Chicken life cycle diagram**

Chicks grow quickly in the first months of their lives. When a female is about six months old, she will start to lay eggs. These first eggs will be quite small, though. Interestingly, females are called pullets, not hens, until they are one year old. Roosters are able to fertilize eggs at a similar age.

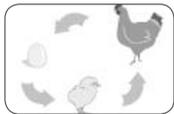
And so the life cycle begins all over again. A rooster fertilizes eggs before a hen lays them. The hen will care for the fertilized eggs and keep them warm. After twenty-one days, the eggs will hatch and new chicks will emerge.

Now that you know more about the life cycle of a chicken, which do you think came first—the chicken or the egg?



8 Have you ever seen newborn chicks? Where did you see them?

9 Chicks know how to scratch around for food without being taught to do so.



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Now that you know more about the life cycle of a chicken, which do you think came first—the chicken or the egg?

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Evaluative* Were your predictions correct about whether the chicken or the egg comes first? Why or why not? (Answers may vary.)
2. *Evaluative* What is the main topic of the read-aloud? (The main topic of the read-aloud is the life cycle of a chicken.)

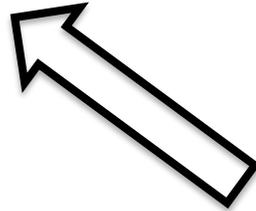
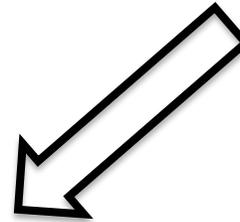
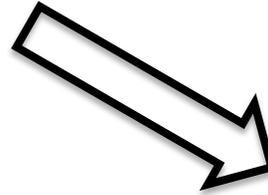
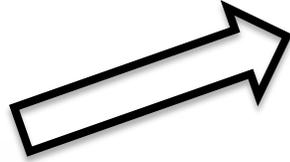
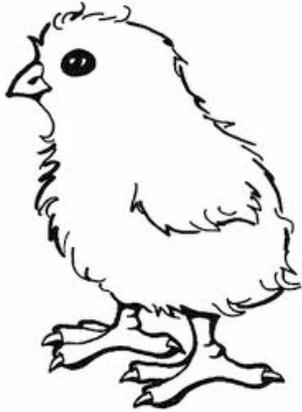
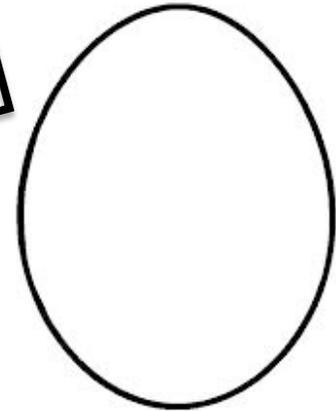
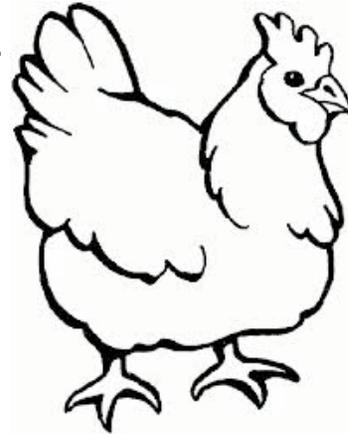
Name \_\_\_\_\_

# The Life Cycle of a Chicken

## Word Bank:

Egg  
Hatchling

Adult Chicken  
Chick



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Part A**

1. package

2. passage

3. usage

**Part B**

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

**Part C****Double when cvc + v**

1. stop + ing = \_\_\_\_\_

9. star + ing = \_\_\_\_\_

2. shop + ed = \_\_\_\_\_

10. talk + ed = \_\_\_\_\_

3. farm + er = \_\_\_\_\_

11. hot + ly = \_\_\_\_\_

4. trip + ed = \_\_\_\_\_

12. plan + er = \_\_\_\_\_

5. sad + est = \_\_\_\_\_

13. big + est = \_\_\_\_\_

6. wash + able = \_\_\_\_\_

14. grand + ly = \_\_\_\_\_

7. snap + ed = \_\_\_\_\_

15. sad + ness = \_\_\_\_\_

8. plan + ing = \_\_\_\_\_

16. win + er = \_\_\_\_\_

**Part D**

world

wander

nerve

verb

herb

**Part E**

Draw a line from each morphograph to its meaning.

- |         |   |                         |
|---------|---|-------------------------|
| 1. en   | * | * more; one who         |
| 2. ful  | * | * down; away from       |
| 3. de   | * | * that which is         |
| 4. ly   | * | * without               |
| 5. pre  | * | * make                  |
| 6. ness | * | * again                 |
| 7. er   | * | * full of               |
| 8. re   | * | * when you do something |
| 9. less | * | * how something is done |
| 10. ing | * | * before                |

**Part F**

Add these morphographs together.

Some of the words follow the rule about dropping the final e.

- |                        |   |       |
|------------------------|---|-------|
| 1. civil + ly          | = | _____ |
| 2. un + change + ing   | = | _____ |
| 3. gold + en           | = | _____ |
| 4. de + fine + ed      | = | _____ |
| 5. pack + age + ing    | = | _____ |
| 6. de + code + ing     | = | _____ |
| 7. un + ripe + en + ed | = | _____ |
| 8. hope + ful + ly     | = | _____ |
| 9. de + light + ed     | = | _____ |
| 10. value + able       | = | _____ |

# Reading Mastery Textbook Questions Homework Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number \_\_\_\_\_.

Please circle the initial of your reading teacher: E H K L P

Handwriting practice area consisting of 18 rows of three horizontal lines each (top, middle dashed, bottom).

Name: \_\_\_\_\_

On Wednesday the temperature in Minneapolis, MN was 53°F. On Thursday it was 18 degrees warmer. What was the temperature on Thursday?


Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

How many days are in the first 3 months of the year?

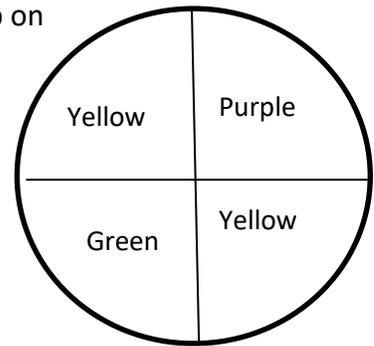
Number Sentence

\_\_\_\_\_

Answer \_\_\_\_\_

If you spin the spinner 10 times, what color will the spinner most likely stop on most often?

\_\_\_\_\_



Write a sentence that explains why you chose this color.

\_\_\_\_\_  
\_\_\_\_\_

Fill in the missing numbers in the patterns.

234, 244, 254, 264, 274, 284, 294, \_\_\_\_\_, \_\_\_\_\_  
519, 517, 515, 513, 511, 509, 507, \_\_\_\_\_, \_\_\_\_\_

4	6	_____
5	7	9
6	_____	10
_____	9	11

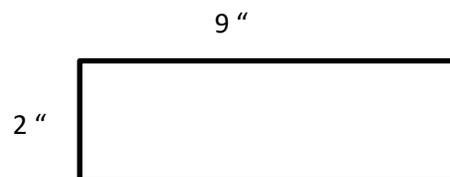
Simplify each expression and write the correct comparison symbol.

$3^2 + 3$  ○  $\sqrt{49} + \sqrt{36}$   
 \_\_\_\_\_

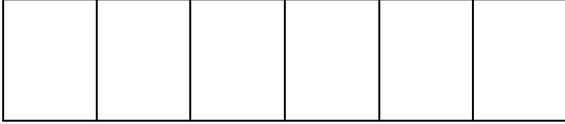
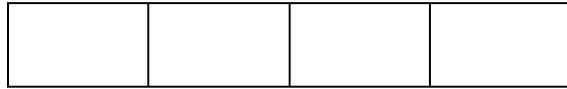
$6 \times 5$  ○  $5 \times 7$   
 \_\_\_\_\_

What is the area of this rectangle?

Area = \_\_\_\_\_ square inches



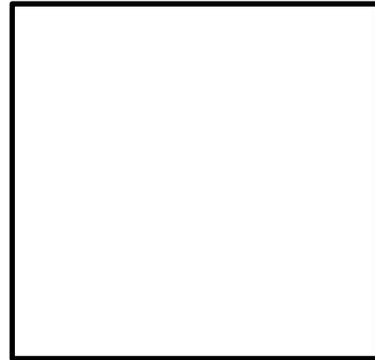
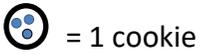
Each rectangle is a candy bar. Write the correct fractions inside each piece.



Which fraction shows the smallest pieces? \_\_\_\_\_

Which fraction shows the largest pieces? \_\_\_\_\_

Draw a picture to show a 5 X 3 array of cookies on a pan.



Find the differences. Check your answers by adding.

$$\begin{array}{r} \$347 \\ - 138 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \$495 \\ - 39 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \$823 \\ - 298 \\ \hline \\ \hline \end{array}$$

Write these numbers using Roman numerals.

13 \_\_\_\_\_ 36 \_\_\_\_\_

What number does the Roman numeral XVII represent? \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Focus on all four Keys to Legibility--Shape, Size, Space, and Slant

The Spanish and the Portuguese wanted

to build colonies in the New World, so

they marched into villages and cities and

took them over. They needed workers, so

they bought slaves from Muslim traders.

When they needed more, they kidnapped

people from West Africa. They took

them to the New World. We call this

journey the Middle Passage.

## LEARNING EVEN MORE PREPOSITIONS

1. Let's review the list of prepositions we have learned so far. Read the list aloud first; then, see if you can say the list from memory three more times.

Aboard, about, above, across, after, against, along, among, around, at.  
Before, behind, below, beneath. Beside, between, beyond, by.  
Down, during, except, for, from.

2. Now you are going to learn the next two groups of prepositions. Read those nine new prepositions twice.

In, inside, into, like.  
Near, of, off, on, over.

Now, hop on one foot saying the list "*In, inside into, like. Near, of, off, on, over.*" Then, switch feet and say the list again. Finally, hop on both feet and repeat all nine.

3. Last, lay on your back and try to say the whole list starting from "*Aboard*" and ending with "*over.*" Repeat the list three times in a row.
4. Follow the directions on the back of this sheet for *King of the Stuffed Animals*.

## ***King of the Stuffed Animals***

**Directions:** You will need to get a throne (chair) and a King (your favorite stuffed animal) for this activity. *Your stuffed animal will help you learn our new prepositions today.* When you are ready to begin, start the recording that goes with this lesson.

1. Set the King on the throne. *What is the relationship between the king and the throne?*
2. Next, set him on the floor. He is off the throne. *What is the relationship between the king and the throne now?*
3. He is off the throne, but he is still near it. Move him so he is hiding under the throne. *What is the relationship of the throne and the king now?*

The king has been on the throne, off the throne, and near the throne. Now, the throne is over him!

4. What other relationships could the King have with the throne? Think of the previous prepositions we have learned. Show those relationships by moving the King to a new location. (See if you can think of and show at least five different relationships—example, beside the throne.)
5. Our last new preposition is “of”. Your stuffed animal is the King of the Stuffed Animals. His throne is probably made of wood. If the King had a crown, it might be made of gold. “Of” tells the relationship between King and Stuffed Animals, between throne and wood, and between crown and gold in those last three sentences.

\*\*\*\*\*

### **REVIEW:**

6. Remember: **A preposition is a word that shows the relationship of a noun or pronoun to another word in the sentence.** (Say that three times.)
7. Find a grown-up and see if you can say the whole list of prepositions three times. (The King of the Stuffed Animals can help you, if you want.)



# Reading Mastery Textbook Questions Homework Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number \_\_\_\_\_.

Please circle the initial of your reading teacher: E H K L P

18 sets of primary-ruled writing lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

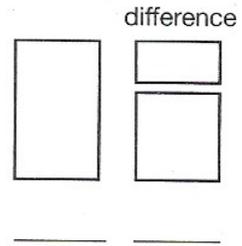
Name \_\_\_\_\_

Date \_\_\_\_\_

- 1. On Monday the temperature in Coal City, Illinois, was 48°F. On Tuesday it was 17 degrees warmer. What was the temperature on Tuesday?

Number sentence \_\_\_\_\_

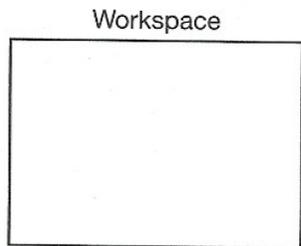
Answer \_\_\_\_\_



- 2. How many days are in the last 3 months of the year?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

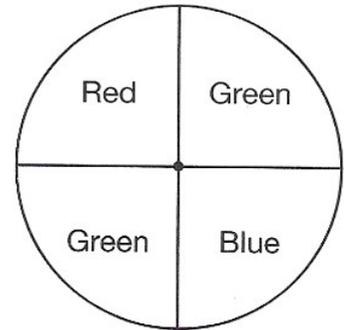


- 3. If you spin the spinner 10 times, what color will the spinner most likely stop on most often?

\_\_\_\_\_

Write a sentence that explains why you chose this color.

\_\_\_\_\_  
\_\_\_\_\_



- 4. Fill in the missing numbers in the patterns.

528, 538, 548, 558, 568, 578, 588, \_\_\_\_\_, \_\_\_\_\_

715, 713, 711, 709, 707, 705, 703, \_\_\_\_\_, \_\_\_\_\_

2	4	_____
3	5	7
_____	6	8
5	_____	9

- 5. Simplify each expression and write the correct comparison symbol.

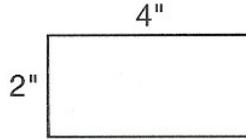
$$4^2 - 1 \bigcirc \sqrt{81} + \sqrt{64}$$

$$6 \times 3 \bigcirc 9 \times 2$$

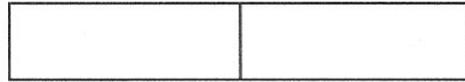
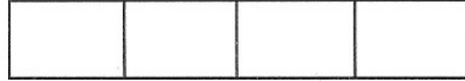
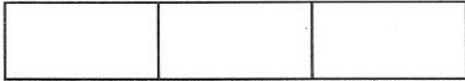
\_\_\_\_\_

6. What is the area of this rectangle?

Area = \_\_\_\_\_ square inches



7. Each rectangle is a candy bar. Write the correct fraction inside each piece.

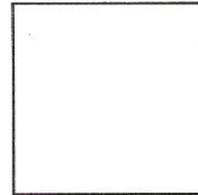


Which fraction shows the smallest piece? \_\_\_\_\_

Which fraction shows the largest piece? \_\_\_\_\_

8. Draw a picture to show a  $4 \times 2$  array of cookies on the pan.

☺ = 1 cookie



9. Find the differences. Check your answers by adding.

$$\begin{array}{r} \$427 \\ - 135 \\ \hline \end{array}$$

$$\begin{array}{r} \$292 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} \$923 \\ - 436 \\ \hline \end{array}$$

10. Write these numbers using Roman numerals.

12 \_\_\_\_\_      25 \_\_\_\_\_

What number does the Roman numeral XVI represent? \_\_\_\_\_



Answer each question in a complete sentence.

How does the life cycle of a  
chicken begin?

Blank handwriting line for the answer to the first question.

Blank handwriting line for the answer to the first question.

What three parts make up an  
egg?

Blank handwriting line for the answer to the second question.

Blank handwriting line for the answer to the second question.

Do all eggs develop into baby  
chicks or go through a complete  
life cycle?

Blank handwriting line for the answer to the third question.

Blank handwriting line for the answer to the third question.

Blank handwriting line for the answer to the third question.

Blank handwriting line for the answer to the third question.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Answer each question in a complete sentence.

How does a mother hen help her  
chicks grow inside the eggs?

Blank handwriting line for answer.

Blank handwriting line for answer.

What does a growing chick use  
for food before it hatches?

Blank handwriting line for answer.

**Part A**

Make 11 real words from the morphographs in the box.

Time	er	help	smoke	less	ed	use
------	----	------	-------	------	----	-----

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

**Part B**

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

16. \_\_\_\_\_

**Part C**

**Double when cvc + v**

1. Sad + ness = \_\_\_\_\_

2. Drop + ing = \_\_\_\_\_

3. Spot + ed = \_\_\_\_\_

4. Hot + ly = \_\_\_\_\_

5. Win + er = \_\_\_\_\_

6. Star + less = \_\_\_\_\_

7. Big + er = \_\_\_\_\_

8. Shop + er = \_\_\_\_\_

9. Fit + ness = \_\_\_\_\_

10. Plan + ed = \_\_\_\_\_

11. Swim + er = \_\_\_\_\_

12. Mad + ness = \_\_\_\_\_

**Part D**

Each sentence has one misspelled word. Write that word correctly on the line.

1. She packed quite a sizable lunsh. \_\_\_\_\_2. The clothes gave them a remarckable clue. \_\_\_\_\_3. People will be using a switch to turn on the lights. \_\_\_\_\_4. She deserved to lengthen her restfull trip. \_\_\_\_\_5. Be careful when you carrie that rope. \_\_\_\_\_6. Would it be helpful to frechen up? \_\_\_\_\_**Part E**

Add these morphographs together. Remember to use your spelling rules.

1. sign+ al = \_\_\_\_\_

6. Weak + en = \_\_\_\_\_

2. fault + less = \_\_\_\_\_

7. De + sign = \_\_\_\_\_

3. person + able = \_\_\_\_\_

8. Re + coil + ed = \_\_\_\_\_

4. globe + al = \_\_\_\_\_

9. De + serve + ing = \_\_\_\_\_

5. use + age = \_\_\_\_\_

10. Un + equal + ly = \_\_\_\_\_

**Part F**

Get ready to write sentences made of words you know.

1. \_\_\_\_\_

2. \_\_\_\_\_

**Part G**

Circle the misspelled word in each group. Then write it correctly in the blank.

1. cownt      hoping      people      shine \_\_\_\_\_

2. touching      widest      carrey      beetle \_\_\_\_\_

3. helpful      search      greatest      misplase \_\_\_\_\_

4. patch      older      holdding      cheaper \_\_\_\_\_

5. winner      watering      valueing      unkindness \_\_\_\_\_

6. strenght      stretcher      toughness      together \_\_\_\_\_

# Integrity--Reflecting on the Character Pillars

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Read the definition of integrity. Think about what it means. Answer the reflection questions using complete sentences.

Read: Integrity is making the best choices with my words and behavior by knowing the difference between right and wrong and asking for adult help if I am not sure. Integrity is doing the right thing even when no one is watching me.

1. Explain why integrity is important when you are doing distance learning.

2. Acting with integrity can be very challenging but also very important.

Showing integrity helps you earn people's

# Integrity--Reflecting on the Character Pillars

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Read the definition of integrity. Think about what it means. Answer the reflection questions using complete sentences.

trust. Why is it important that others  
can trust you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Share a recent example of when you  
showed integrity. Then, explain the  
outcome or result of your showing  
integrity.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Reading Mastery Textbook Questions Homework Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number \_\_\_\_\_.

Please circle the initial of your reading teacher: E H K L P

18 sets of primary-ruled writing lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Hello Scholars,

Today you will be learning how to draw pictures and write number sentences for division story problems. Turn to Lesson WS 107 in your Distance Learning Packet. We will be using this for today's lesson.

1. There are [12 candies.] Mrs. Scott will give [each child 3 candies.] How many children can have candies?

\*What are we trying to find in this problem? how many children have candies—underline that part on your L. 107 worksheet. The label is **children**.

\*What do we know? (information to solve the problem) 12 candies & each child 3 candies—bracket this information on your worksheet

\*Draw 12 candies in the rectangle on your worksheet:

0 0 0 0 0 0 0 0 0 0 0 0

\*Each child can have 3 candies. Circle the candies in groups of three on your worksheet (I will put my candies in groups of three without circling them:

000 000 000 000

\*I have 4 groups of three candies. How many children can have 3 candies each? 4 children

\*When you make a number sentence with division, you must put the biggest number first. We started with 12 candies, so the 12 goes first. Then we divided the 12 candies into groups of 3 candies each, so we have 12 divided by 3. How many groups of 3 candies do we have? We have 4 groups of 3 candies.

\*Here is the number sentence:  $12 \div 3 = 4$  Notice that we don't put labels in the number sentence for division.

\*The answer is: 4 children

You can also do this problem with small objects that you have at home. Take 12 small objects and put them in groups of 3. You will have 4 groups of 3 small objects.

PPS/Second Level School of Grammar

2. There are [20 markers.] [Each child will get 4 markers.] How many children can have markers?

\*What are we trying to find in this problem? how many children can have markers—underline that part on WS L. 107

\*What is the label? **children**

\*What do we know? 20 markers & each child will get 4 markers—bracket this information on your worksheet

\*Draw 20 markers in the rectangle on your worksheet (I will use a capital M for my markers):

M M

\*Each child can have 4 markers. Circle the markers in groups of four on your worksheet (I will put my markers in groups of 4 without circling them).

M M M M    M M M M    M M M M    M M M M    M M M M

\*I have 5 groups of 4 markers. How many children can have markers? 5

\*When you make a number sentence with division, you must put the biggest number first. We started with 20 markers, so the 20 goes first. Then we divided the 20 markers into groups of 4 markers each, so we have 20 divided by 4. How many groups of 4 markers do we have? We have 5 groups of 4 markers.

\*Here is the number sentence:  $20 \div 4 = 5$  Notice that we don't put labels in the number sentence for division.

\*The answer is: 5 children

\*\*Finish problems 3 & 4 on your worksheet. Remember to mark the problems before you start drawing the problems. Here are the answers: 3.  $15 \div 5 = 3$                       3 candies

4.  $14 \div 2 = 7$                       7 markers

**Next Steps in Completing Today's Math Lesson**

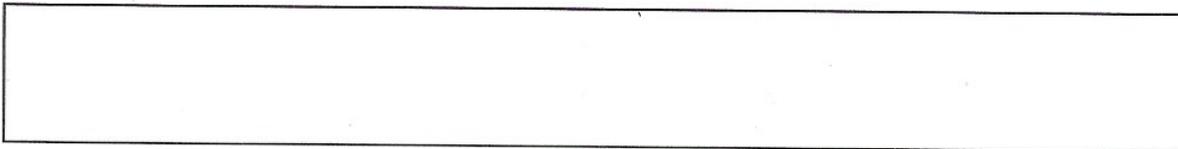
1. Look at the Guided Class Practice 107A sheet and review the steps and answers in each problem.
2. Complete Homework 107B. Show your work on every problem if it is possible.
3. Complete the Fact Homework 107B. Follow all the directions.
4. If you have questions, please write them down and ask me during my Zoom check-ins OR ask a parent to send me an email.

Name \_\_\_\_\_

*Saxon Math 3 (for use with Lesson 107)*

Draw a picture and write a number sentence for each problem.

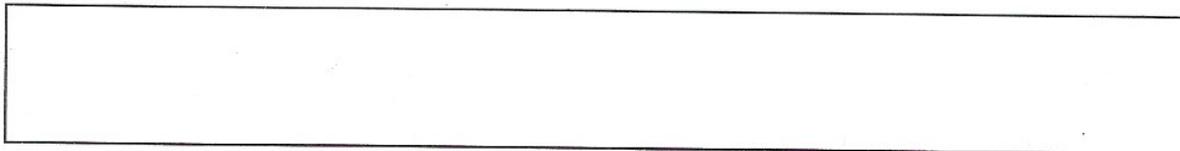
1. There are 12 candies. Mrs. Scott will give each child 3 candies. How many children can have candies?



Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

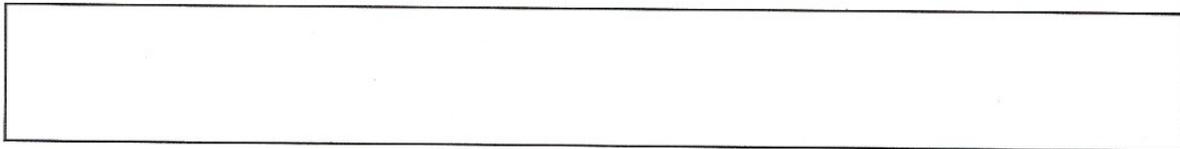
2. There are 20 markers. Each child will get 4 markers. How many children can have markers?



Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

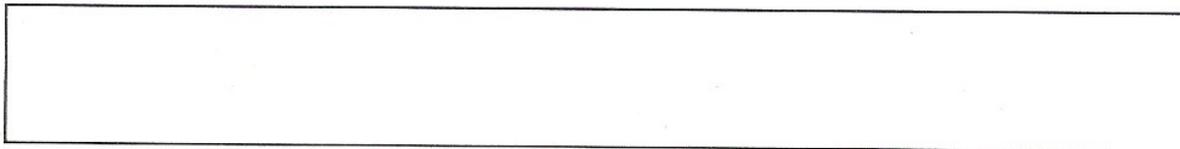
3. There are 15 candies. Five children will share the candies. How many candies will each child get?



Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

4. There are 14 markers. Two children will share the markers. How many markers will each child get?



Number sentence \_\_\_\_\_

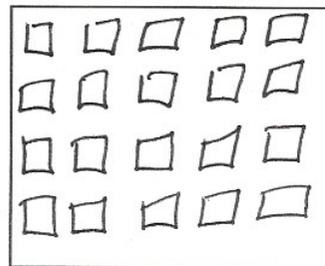
Answer \_\_\_\_\_

Name \_\_\_\_\_

Date .

Draw a  $1\frac{3}{4}$ " line segment. Make it 1" longer. How long is it now? \_\_\_\_\_

1. Ken collects stamps. (He can put 5 stamps in each row) in his book. (There are 4 rows on each page) How many stamps can Ken put on a page? Draw a picture of the stamps on a page.



Number sentence  $4 \times 5 \text{ stamps} = 20 \text{ stamps}$

Answer 20 stamps

2. There are six red crayons, two yellow crayons, three orange crayons, eight blue crayons, and three green crayons in a box.

If you take one crayon out without looking in the box, which color are you most likely to get? blue

Which color are you least likely to get? yellow

What color would it be impossible to get? purple

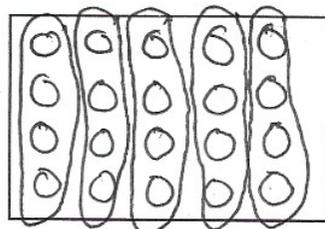
Which colors are you equally likely to get? orange and green

3. Five children will share twenty cookies.

Show how they will do this.

How many cookies will each child receive? 4

Write a division problem to show this.  $20 \div 5 = 4$



4. The cost of the eraser is 18¢. You give the clerk \$1.00.

How much change will you receive? 82¢

What coins will you get? 3 quarters, 1 nickel, and 2 pennies

5. Write \$51,240.16 as you would on a check.

fifty-one thousand, two hundred forty and  $\frac{16}{100}$  Dollars

6. Fill in the correct comparison symbol (>, <, or =).

$62 \times 1,000$  (7)  $584 \times 100$   
62,000      58,400

$\sqrt[8]{64} + \sqrt[7]{49}$  (=)  $150 \div 10$   
15                      15

Name \_\_\_\_\_ Score \_\_\_\_\_

**Fact Homework 107B**

Set 21: Dividing by 3, by 4, and by 1

*Saxon Math 3 (for use with Lesson 107)*

1. Ask someone to time you for 2 minutes as you write the answers.
2. Checked by \_\_\_\_\_

$3 \overline{)9}$

$3 \overline{)27}$

$3 \overline{)21}$

$3 \overline{)3}$

$3 \overline{)15}$

$3 \overline{)18}$

$3 \overline{)0}$

$3 \overline{)12}$

$3 \overline{)24}$

$3 \overline{)6}$

$4 \overline{)0}$

$4 \overline{)24}$

$4 \overline{)8}$

$4 \overline{)32}$

$4 \overline{)20}$

$4 \overline{)16}$

$4 \overline{)28}$

$4 \overline{)4}$

$4 \overline{)36}$

$4 \overline{)12}$

$1 \overline{)1}$

$1 \overline{)9}$

$1 \overline{)4}$

$1 \overline{)2}$

$1 \overline{)5}$

$1 \overline{)8}$

$1 \overline{)6}$

$1 \overline{)0}$

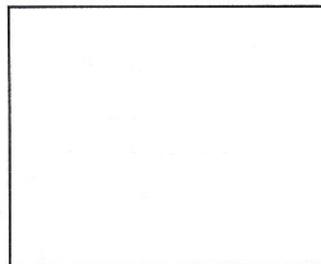
$1 \overline{)7}$

$1 \overline{)3}$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Elizabeth put her pictures in an album. She can put 2 pictures in each row. There are 3 rows on each page. How many pictures can Elizabeth put on a page? Draw a picture of the pictures on a page.



Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

2. There are four red crayons, nine yellow crayons, six purple crayons, two blue crayons, and six green crayons in a box.

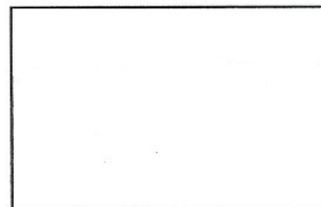
If you take one crayon out without looking in the box, which color are you most likely to get? \_\_\_\_\_

Which color are you least likely to get? \_\_\_\_\_

What color would it be impossible to get? \_\_\_\_\_

Which colors are you equally likely to get? \_\_\_\_\_

3. Three children will share fifteen cookies. Show how they will do this.



How many cookies will each child receive? \_\_\_\_\_

Write a division problem to show this. \_\_\_\_\_

4. The cost of the eraser is 83¢. You give the clerk \$1.00.

How much change will you receive? \_\_\_\_\_

What coins will you get? \_\_\_\_\_

5. Write \$70,309.27 as you would on a check.

\_\_\_\_\_ Dollars

6. Fill in the correct comparison symbol (>, <, or =).

$165 \times 100$  ○  $17 \times 1,000$

$\sqrt{81} - \sqrt{16}$  ○  $50 \div 10$

\_\_\_\_\_

# Reading Mastery Textbook Questions Homework Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number \_\_\_\_\_.

Please circle the initial of your reading teacher: E H K L P

18 sets of primary-ruled writing lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Hello Scholars,

**Lesson 108**

Read today’s objective: ***We will learn how to write number sentences for division story problems.***

**INSTRUCTIONS:** Listen to the Teacher Instruction recording as you go through this sheet. Be sure to pause when instructed by the teacher to do so, stopping to mark your paper or write your number sentences. Then, begin listening again and checking your work.

**Get out Lesson Worksheet 108.** As we have done with previous types of word problems, we will be underlining the question and bracketing the important information.

**Read Problem 1. Then, follow Steps 1-5.**

- 1) Underline what we are trying to find in this problem. What did you underline?
- 2) [Bracket the pieces of information] we know. What did you bracket?
- 3)  the word that will be your label. What did you circle?
- 4) Let’s write a division number sentence to find how many children can have cupcakes.  
What number sentence should we write?  $18 \div 2 = 9$
- 5) What does the 9 tell us? *The number of children who will have cupcakes.*
- 6) What is the answer to the problem? *9 children*

**Read Problem 2. Follow Steps 1-5.**

- 1) What are we trying to find out? Underline this in the problem.
- 2) What do we know? Bracket this information.
- 3) What is happening in this story problem? What should be the label? Circle the label.
- 4) Let’s write a division number sentence to find how many group of children Mr. Bellucci will have. What number sentence should we write?
- 5) What does the \_\_\_\_\_ tell us?
- 6) What is the answer to the problem?

**Repeat this process for Problems 3-5.**

**Read Problem 6.**

- 1) What are we trying to find out? Underline this in the problem.
- 2) What do we know? Bracket this information.
- 3) What OTHER information do we need to know to solve this problem? —This problem is different than the other five. Can you figure out WHAT is different about it?
- 4) Let's write a division number sentence to find how many weeks are in 42 days. What number sentence will we write?
- 5) What does the \_\_\_\_\_ tell us?
- 6) What is the answer to the problem?

**NEXT STEPS IN COMPLETING TODAY'S MATH LESSON**

1. Look at the Guided Practice 108A sheet and review the steps and answers in each problem.
2. Complete Homework 108B. Show your work on every problem it is possible.
3. Complete the Class Fact Practice 108A (untimed). *(If you choose to time it; it is 1 minute.)*
4. Complete the Fact Homework 108B. Follow all five directions.
5. If you have questions, please write them down and ask me during my phone check-ins OR ask a parent to send me an email.

Name \_\_\_\_\_

1. There are 18 cupcakes. If each child will have 2 cupcakes, how many children can have cupcakes?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

2. There are 35 children. Mr. Bellucci wants to put five children in each group. How many groups of children will he have?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

3. Five children will share 20 stickers. How many stickers will each child get?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

Use the chart at the right for Problems 4 and 5.

4. Mrs. Brown wants to make groups of four children. How many groups can she make?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

**Children in Each Class**

Mrs. Miller	23
Mrs. Brown	24
Ms. Ferris	22
Ms. Frumento	21
Ms. Zampano	20

5. Ms. Frumento wants to divide her class into 3 groups. How many children will be in each group?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

6. There are 42 days until summer vacation. How many weeks is that?

Number sentence \_\_\_\_\_

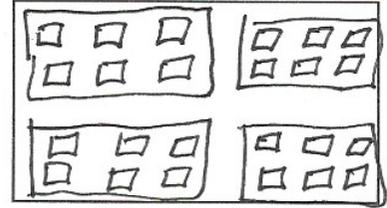
Answer \_\_\_\_\_

Name \_\_\_\_\_

Date .

Draw a  $1\frac{1}{4}$ " line segment. Make it 2" longer. How long is it now? \_\_\_\_\_

1. <sup>4</sup> [Alicia, Barry, Fred, and Janet] will share [twenty-four crackers.] Draw a napkin for each child. Draw a picture to show the crackers on each child's napkin. How many crackers will each child receive?



Number sentence  $24 \div 4 = 6$  crackers

Answer 6 crackers

2. What is a reasonable estimate for the weight of a small dog?

1 pound

10 pounds

80 pounds

150 pounds

3. Write each number in expanded form.

580  $500 + 80$

1,056  $1,000 + 50 + 6$

4. Find the products.

$13 \times 1,000 = \underline{13,000}$

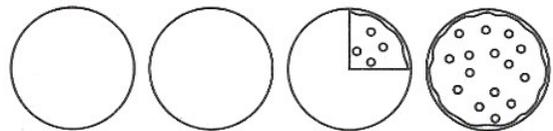
$8 \times 1,000 = \underline{8,000}$

$40 \times 100 = \underline{4,000}$

$7 \times 100 = \underline{700}$

5. These are pies.

How much pie is left?  $1\frac{1}{4}$



How much pie was eaten?  $2\frac{3}{4}$

6. Find the answers. Check subtraction answers by adding.

$$\begin{array}{r} 812 \\ 692 \\ - 318 \\ \hline 374 \end{array} \quad + \quad \begin{array}{r} 318 \\ 374 \\ \hline 692 \end{array}$$

$$\begin{array}{r} 3910 \\ 400 \\ - 197 \\ \hline 203 \end{array} \quad + \quad \begin{array}{r} 197 \\ 203 \\ \hline 400 \end{array}$$

$$\begin{array}{r} 1 \quad 111 \\ \$39,176.47 \\ + 28,346.82 \\ \hline \$67,523.29 \end{array}$$

Name \_\_\_\_\_ Score \_\_\_\_\_

**Fact Homework 108B**

Set 21: Dividing by 3, by 4, and by 1

Saxon Math 3 (for use with Lesson 108)

1. Ask someone to time you for 2 minutes as you write the answers.
2. Checked by \_\_\_\_\_

$$\frac{9}{3} =$$

$$\frac{21}{3} =$$

$$\frac{3}{3} =$$

$$\frac{27}{3} =$$

$$\frac{12}{3} =$$

$$\frac{6}{3} =$$

$$\frac{24}{3} =$$

$$\frac{15}{3} =$$

$$\frac{0}{3} =$$

$$\frac{18}{3} =$$

$$\frac{16}{4} =$$

$$\frac{36}{4} =$$

$$\frac{0}{4} =$$

$$\frac{24}{4} =$$

$$\frac{8}{4} =$$

$$\frac{32}{4} =$$

$$\frac{4}{4} =$$

$$\frac{28}{4} =$$

$$\frac{12}{4} =$$

$$\frac{20}{4} =$$

$$\frac{9}{1} =$$

$$\frac{0}{1} =$$

$$\frac{3}{1} =$$

$$\frac{8}{1} =$$

$$\frac{5}{1} =$$

$$\frac{4}{1} =$$

$$\frac{6}{1} =$$

$$\frac{1}{1} =$$

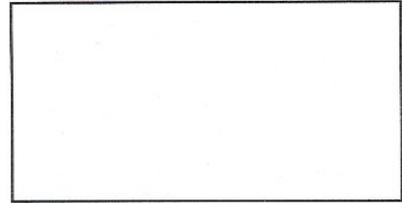
$$\frac{7}{1} =$$

$$\frac{2}{1} =$$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Joel, Holly, and Irving will share eighteen small doughnuts. Draw a plate for each child. Draw a picture to show the doughnuts on each child's plate. How many doughnuts will each child receive?



Number Sentence \_\_\_\_\_

Answer \_\_\_\_\_

2. What is a reasonable estimate for the weight of a newborn baby?

1 pound

8 pounds

20 pounds

50 pounds

3. Write each number in expanded form.

703 \_\_\_\_\_

2,405 \_\_\_\_\_

4. Find the products.

$21 \times 1,000 =$  \_\_\_\_\_

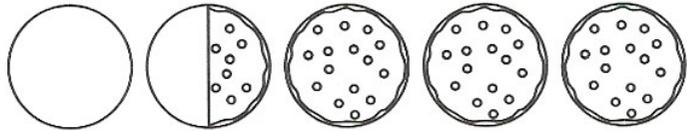
$9 \times 1,000 =$  \_\_\_\_\_

$50 \times 100 =$  \_\_\_\_\_

$8 \times 10 =$  \_\_\_\_\_

5. These are pies.

How much pie is left? \_\_\_\_\_



How much pie was eaten? \_\_\_\_\_

6. Find the answers. Check subtraction answers by adding.

$$\begin{array}{r} 571 \\ - 146 \\ \hline \end{array}$$

-----

$$\begin{array}{r} 800 \\ - 605 \\ \hline \end{array}$$

-----

$$\begin{array}{r} \$43,179.28 \\ + 17,913.84 \\ \hline \end{array}$$



Focus on all four Keys to Legibility--Shape, Size, Space, and Slant

Cortes and his men landed on the shores

of Central America hoping to find a city

made of gold and jewels. The Aztecs

thought these visitors were the gods

coming to rule their city and welcomed

them into their capital city, Tenochtitlan.

But when the Aztecs figured out that

Cortes was not a god, they fought.

Cortes was driven off, but then he

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Focus on all four Keys to Legibility--Shape, Size, Space, and Slant

returned and captured the city.

\_\_\_\_\_

\_\_\_\_\_

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